

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

WIDMYER ELEMENTARY SCHOOL

MORGAN COUNTY SCHOOL SYSTEM

DECEMBER 2005

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Widmyer Elementary School in Morgan County was conducted on October 26, 2005. The review was conducted at the specific direction of the West Virginia Board of Education. Section 4.5.2 of Policy 2320 discusses accountability of Kindergarten through Grade 2 schools. “The accountability of public schools without grades assessed (i.e., K-2 schools) will be based on attendance and test scores from the feeder school unless the West Virginia Board of Education specifically directs an on-site review of such schools which would substitute for AYP for a three (3) year period.”

The Education Performance Audit Team reviewed the Unified School Improvement Plan, interviewed school personnel and school system administrators, observed classrooms, and examined school records. The review was limited in scope and concentrated on the subgroups that failed to achieve adequate yearly progress (AYP).

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Allen Brock, Coordinator

West Virginia Department of Education Team Leader – Donna Burge-Tetrick, Coordinator,
Office of Planning, Evaluation, Special Programs and Support Services

TEAM MEMBERS

Name	Title	School/County
Ron Hall	High School Assistant Principal	Pocahontas County High Pocahontas County
Don Johnson	Elementary School Principal	Sutton Elementary Braxton County
Dr. Jack Kaufman	Professor of Education	Mercer County

SCHOOL PERFORMANCE

This section presents the Annual Performance Measures for Accountability and the Education Performance Audit Team's findings.

58 MORGAN COUNTY
David Temple, Superintendent
206 WIDMYER ELEMENTARY SCHOOL
Joan Willard, Principal
Grades K - 02
Enrollment 422

INFORMAL MATH ASSESSMENT DATA
2003-2004

	Partial Mastery	Mastery	Above Mastery
	Number of Students	Number of Students	Number of Students
Kindergarten	**	85	34
Grade 1	10	102	10
Grade 2	*	*	*
Special Education	**	17	**

* - Did not assess above Mastery.

** - Fewer than 10 students.

INFORMAL READING ASSESSMENT DATA
2003-2004

COMPREHENSION

Gender Disaggregated Scores

	Mastery	Mastery	Partial Mastery	Partial Mastery
	Boys	Girls	Boys	Girls
Grade 2 (110 students)	25%	38%	16%	19%
Grade 1 (132 students)	29%	36%	14%	7%

FLUENCY

Gender Disaggregated Scores

	Mastery	Mastery	Partial Mastery	Partial Mastery
	Boys	Girls	Boys	Girls
Grade 2 (110 students)	11%	28%	28%	33%
Grade 1 (132 students)	29%	35%	24%	12%

Other Relevant Performance Data

Physical Assessment – Presidential Physical Fitness Test Passage Rate

Percentage of Students	School Year
42.07%	2003-04
48.31%	2002-03
44.241%	2001-02

The following professional development/training opportunities were provided.

1. Teaching the Brain to Read.
2. Legal Issues.
3. Curriculum Enhancement Strategies.
4. DIBELS.
5. Compass/Technology.
6. WESTEST Analysis.
7. Math Content Standards and Objectives/Textbook Pacing.
8. Special Education/Student Assistance Team.
9. Writing Across the Curriculum.
10. Dealing with Angry and Aggressive Children.
11. Fundamentals in Writing Strategies.
12. Summer Reading Academy.
13. West Virginia Reading Association Conference.
14. APL Classroom Management.
15. Conquering Elementary Mathematics.
16. Understanding Grade Quick.
17. Edline Enhancements/Internet Resource Opportunities.
18. Special Education Workshop.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Widmyer Elementary School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiatives and activities included the following.

- 6.1.2. High expectations.** The team planning time utilized by the faculty at Widmyer Elementary School allowed grade level teams to productively collaborate and address student concerns and needs. Teacher interviews indicated that this time was fully utilized to deal with a variety of education issues and enhanced interaction and communication among the staff.
- 6.1.5. Instructional strategies.** The Team observed an exceptional array of varied instructional strategies applied throughout the building. Teachers utilized different teaching modalities as suggested by West Virginia Board of Education Policy 2510.
- 6.5.1. Parents and the community are provided information.** The Team commended the school for the Back to School Information Day. A high number (731) of parents participated and the school provided information on policies, rules, and school information.
- 6.8.1. Leadership.** The principal was organized, efficient, and a positive role model for students and staff. It was evident decisions were based on the needs of students and the school.

Exemplary Programs & Practices

6.1.2. High expectations.

Title: Shining Stars

Description of Program

Shining Stars was designed for students who had not mastered 80 percent of the Content Standards and Objectives (CSOs) and were at risk of failing their respective grade. The program provided an after-school tutorial program which reinforced students' skill development and mastery.

Shining Stars was provided students who did not receive other supports such as one-to-one tutoring through Americorps, Title I, or special education. The program operated from October through April, two days a week, from school dismissal until 5:00 p.m. Students were provided healthy snacks. Students were given informal assessments to determine skills for remediation. Teachers taught students strategies to enhance skill mastery to determine which strategy was effective for the child to use. Pre and Post testing is being implemented this year to ascertain effectiveness of interventions using DIBELS progress monitoring for reading and grade level end of the year assessments for math. Shining Stars instructors surveyed each classroom teacher to determine strengths and weaknesses of students within the regular classroom. Communication between classroom teachers and Shining Stars instructors helped to monitor student progress.

Summary of Results

No student who participated in the Shining Stars program was retained.

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Indicators of Efficiency

Indicators of efficiency for student and school system performance and processes were reviewed in the following areas: Curriculum delivery, including but not limited to, the use of distance learning; facilities; administrative practices; personnel; utilization of regional education service agency, or other regional services that may be established by their assigned regional education service agency. This section contains indicators of efficiency that the Education Performance Audit Team assessed as requiring more efficient and effective application.

None identified.

Identification of Resource Needs

A thorough and efficient system of schools requires the provision of an adequate level of appropriately managed resources. The West Virginia Board of Education adopted resource evaluation as a part of the accreditation and evaluation process. This process is intended to meaningfully evaluate the needs for facilities, personnel, curriculum, equipment and materials in each of the county's schools and how those impact program and student performance.

- 17.1. Facilities, equipment, and materials.** Facilities and equipment specified in Policy 6200, Chapters 1 through 14, are available in all schools, classrooms, and other required areas. A determination will be made by using the Process for Improving Education (W.Va. Code §18-2E-5) whether any identified deficiencies adversely impact and impair the delivery of a high quality educational program if it is below the West Virginia Board of Education standards due to inadequacies or inappropriate management in the areas of facilities, equipment, and materials. The Education Performance Audit Teams shall utilize an assessment instrument for the evaluation of school facilities which generally follows the requirements of Policy 6200. Note: Corrective measures to be taken in response to any identified resource deficiency will of necessity be subject to the feasibility of modifying existing facilities, consideration of alternative methods of instructional delivery, availability of funding, and prioritization of educational needs through Comprehensive Educational Facilities Plans and the West Virginia School Building Authority. This policy does not change the authority, judgment, or priorities of the School Building Authority who is statutorily responsible for prioritizing "Need" for the purpose of funding school improvements or school construction in the State of West Virginia or the prerogative of the Legislature in providing resources. (Policy 6200 and *Tomblin v. Gainer*)

According to the items checked in the School Facilities Evaluation Checklist, the school was below standard in the following areas. The principal checked and the Team confirmed the following school facility resource needs.

- 17.1.10. Specialized instructional areas.** The art facility did not have a ceramic kiln. (**Did not affect learning**). The music facility did not have folding chairs or music stands. The physical education facility did not have a water fountain, showers, display case, bulletin board, or seating available.
- 17.1.15 Health service units.** The health services unit did not have curtained or small rooms with cots.

Early Detection and Intervention

One of the most important elements in the Education Performance Audit process is monitoring student progress through early detection and intervention programs.

None identified.

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
58-206 Widmyer Elementary	Full Accreditation			

Education Performance Audit Summary

The Team presented one exemplary program.

Widmyer Elementary School's Education Performance Audit was limited in scope to the performance and process standards and progress related to student and school performance. The Team also conducted a resource evaluation to assess the resource needs of the school.

The Team recommended that this school be considered for Exemplary Accreditation status during the 2005-2006 cycle of reporting school district and school ratings.